

2013–14 District Level Special Education Annual Performance Report Measure for  
HACIENDA LA PUENTE UNIFIED School District

CDS Code	1973445	FMTA Region	I
District Name	HACIENDA LA PUENTE UNIFIED	SELPA	1905 Puente Hills Service Area

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
69.9%	89.46	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
6.19	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,138	0.09	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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HACIENDA LA PUENTE UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	*	NC	2.43%	No
Asian	0	103	NC		
African American	0	52	NC		
Hispanic	*	1,860	NC		
Multi-Ethnic	0	11	NC		
Pacific Islander	0	*	NC		
White	0	101	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,694	887	52.4%	>49.2%	Yes
B. <40%		459	27.1%	<24.6%	No
C. Separate Schools		66	3.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	172	89	51.7%	>39.8%	Yes
B. Separate		63	36.6%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	53	82	64.6%	72.7%	No
2. Functioning within age expectations	73	133	54.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	53	86	61.6%	70.0%	No
2. Functioning within age expectations	73	133	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	41	61	67.2%	75.0%	No
2. Functioning within age expectations	88	133	66.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,283	2,288	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
401	334	64	99.1%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
105	28	71	*	97.3%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
490	484	98.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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 HACIENDA LA PUENTE UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	122	0	0.0%	52.30%	No
B. Higher Ed or Competitively Employed		*	3.3%	72.4%	No
C. Any Post-Secondary Ed or Employed		12	9.8%	81.0%	No

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAMILTON UNIFIED School District

CDS Code	1176562	FMTA Region	II
District Name	HAMILTON UNIFIED	SELPA	1100 Glenn County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
66.7%	92.86	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	84	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAMILTON UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	71	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	68	19	27.9%	>49.2%	No
B. <40%		*	13.2%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAMILTON UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	18	13	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	20	22	90.9%	72.7%	Yes
2. Functioning within age expectations	24	34	70.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	12	15	NC	70.0%	NA
2. Functioning within age expectations	26	34	76.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	21	21	100.0%	75.0%	Yes
2. Functioning within age expectations	27	34	79.4%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
106	106	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAMILTON UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
24	17	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAMILTON UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
13	*	12	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
18	18	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAMILTON UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD ELEMENTARY School District

CDS Code	1663917	FMTA Region	II
District Name	HANFORD ELEMENTARY	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	769	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	14	NC		
African American	0	57	NC		
Hispanic	0	506	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	178	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	593	440	74.2%	>49.2%	Yes
B. <40%		120	20.2%	<24.6%	Yes
C. Separate Schools		18	3.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	98	57	58.2%	>39.8%	Yes
B. Separate		22	22.4%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
815	817	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
151	139	12	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HANFORD ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD JOINT UNION HIGH School District

CDS Code	1663925	FMTA Region	II
District Name	HANFORD JOINT UNION HIGH	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
73.7%	79.93	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.00	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	85	95%	--	12.2	100.0	--
Math	97	95%	--	15.3	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	482	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD JOINT UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	12	NC		
African American	0	36	NC		
Hispanic	0	302	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	121	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	439	207	47.2%	>49.2%	No
B. <40%		36	8.2%	<24.6%	Yes
C. Separate Schools		57	13.0%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD JOINT UNION HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
499	500	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD JOINT UNION HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HANFORD JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
324	323	99.7%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HANFORD JOINT UNION HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	40	19	47.5%	52.30%	No
B. Higher Ed or Competitively Employed		26	65.0%	72.4%	No
C. Any Post-Secondary Ed or Employed		40	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY CAMP UNION ELEMENTARY School District

CDS Code	4770334	FMTA Region	IV
District Name	HAPPY CAMP UNION ELEMENTARY	SELPA	4700 Siskiyou County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	32	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY CAMP UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	17	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	12	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	11	50.0%	>49.2%	Yes
B. <40%		*	13.6%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY CAMP UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	13	NC	72.7%	NA
2. Functioning within age expectations	13	22	59.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	13	22	59.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	15	22	68.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
23	23	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY CAMP UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAPPY CAMP UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
11	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAPPY CAMP UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY ELEMENTARY School District

CDS Code	4469757	FMTA Region	III
District Name	HAPPY VALLEY ELEMENTARY	SELPA	4401 North Santa Cruz County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	13	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	11	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	24	36	66.7%	72.7%	No
2. Functioning within age expectations	49	68	72.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	25	37	67.6%	70.0%	No
2. Functioning within age expectations	47	68	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	40	75.0%	75.0%	No
2. Functioning within age expectations	47	68	69.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
49	*	43	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAPPY VALLEY ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY UNION ELEMENTARY School District

CDS Code	4570011	FMTA Region	III
District Name	HAPPY VALLEY UNION ELEMENTARY	SELPA	4500 Shasta County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	52	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	35	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	39	20	51.3%	>49.2%	Yes
B. <40%		*	7.7%	<24.6%	Yes
C. Separate Schools		*	10.3%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
65	66	98.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	11	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAPPY VALLEY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAPPY VALLEY UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARBOR SPRINGS CHARTER School District

CDS Code	0128421	FMTA Region	II
District Name	HARBOR SPRINGS CHARTER	SELPA	3301 Riverside County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARBOR SPRINGS CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARBOR SPRINGS CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	237	445	53.3%	72.7%	No
2. Functioning within age expectations	424	738	57.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	255	450	56.7%	70.0%	No
2. Functioning within age expectations	417	738	56.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	243	406	59.9%	75.0%	No
2. Functioning within age expectations	464	738	62.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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HARBOR SPRINGS CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
416	42	337	31	98.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HARBOR SPRINGS CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARDY BROWN COLLEGE PREP School District

CDS Code	0122317	FMTA Region	II
District Name	HARDY BROWN COLLEGE PREP	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	26	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARDY BROWN COLLEGE PREP School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	24	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	21	17	81.0%	>49.2%	Yes
B. <40%		*	19.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARDY BROWN COLLEGE PREP School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
29	29	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARDY BROWN COLLEGE PREP School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
11	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARDY BROWN COLLEGE PREP School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HARDY BROWN COLLEGE PREP School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARMONY UNION ELEMENTARY School District

CDS Code	4970730	FMTA Region	III
District Name	HARMONY UNION ELEMENTARY	SELPA	4900 Sonoma County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	25	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARMONY UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	22	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	14	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARMONY UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
29	29	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARMONY UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARMONY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HARMONY UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARRIET TUBMAN VILLAGE CHARTER (0046) School District

CDS Code	6040018	FMTA Region	IV
District Name	HARRIET TUBMAN VILLAGE CHARTER (0046)	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	40	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARRIET TUBMAN VILLAGE CHARTER (0046) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	14	NC		
Hispanic	0	16	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	33	31	93.9%	>49.2%	Yes
B. <40%		*	3.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARRIET TUBMAN VILLAGE CHARTER (0046) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
41	41	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARRIET TUBMAN VILLAGE CHARTER (0046) School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HARRIET TUBMAN VILLAGE CHARTER (0046) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HARRIET TUBMAN VILLAGE CHARTER (0046) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HART-RANSOM UNION ELEMENTARY School District

CDS Code	5071092	FMTA Region	IV
District Name	HART-RANSOM UNION ELEMENTARY	SELPA	5001 Stanislaus County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	107	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HART-RANSOM UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	45	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	52	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	80	66	82.5%	>49.2%	Yes
B. <40%		*	11.3%	<24.6%	Yes
C. Separate Schools		*	3.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HART-RANSOM UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
120	120	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HART-RANSOM UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
40	35	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HART-RANSOM UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HART-RANSOM UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAWTHORNE ELEMENTARY School District

CDS Code	1964592	FMTA Region	I
District Name	HAWTHORNE ELEMENTARY	SELPA	1907 Southwest Serv Area

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	950	0.53	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAWTHORNE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	19	NC		
African American	*	288	1.39		
Hispanic	*	609	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	25	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	722	421	58.3%	>49.2%	Yes
B. <40%		263	36.4%	<24.6%	No
C. Separate Schools		*	1.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAWTHORNE ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	174	166	95.4%	>39.8%	Yes
B. Separate		*	3.4%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
914	914	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAWTHORNE ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
229	180	49	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAWTHORNE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAWTHORNE ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAYWARD UNIFIED School District

CDS Code	0161192	FMTA Region	IV
District Name	HAYWARD UNIFIED	SELPA	0111 Mid-Alameda County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
51.5%	70.68	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.25	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
14	2,456	0.57	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAYWARD UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	*	216	NC		
African American	*	564	1.24		
Hispanic	*	1,321	0.15		
Multi-Ethnic	*	62	NC		
Pacific Islander	0	41	NC		
White	*	242	1.24		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,968	1,114	56.6%	>49.2%	Yes
B. <40%		480	24.4%	<24.6%	Yes
C. Separate Schools		120	6.1%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAYWARD UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	313	82	26.2%	>39.8%	No
B. Separate		94	30.0%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	58	60.3%	72.7%	No
2. Functioning within age expectations	82	117	70.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	59	61.0%	70.0%	No
2. Functioning within age expectations	82	117	70.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	23	41	56.1%	75.0%	No
2. Functioning within age expectations	88	117	75.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,595	2,689	96.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAYWARD UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	Yes	No	No	No	Yes
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
538	362	175	99.7%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HAYWARD UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
128	11	85	32	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
512	248	48.4%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HAYWARD UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALDSBURG UNIFIED School District

CDS Code	4975390	FMTA Region	III
District Name	HEALDSBURG UNIFIED	SELPA	4900 Sonoma County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
60.9%	90.38	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	222	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALDSBURG UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	121	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	93	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	187	115	61.5%	>49.2%	Yes
B. <40%		12	6.4%	<24.6%	Yes
C. Separate Schools		*	2.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALDSBURG UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	32	31	96.9%	>39.8%	Yes
B. Separate		*	3.1%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
143	145	98.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALDSBURG UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
22	19	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HEALDSBURG UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
45	44	97.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HEALDSBURG UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	13	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		0	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

CDS Code	0114462	FMTA Region	II
District Name	HEALTH SCIENCE HIGH AND MIDDLE COLLEGE	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	98.39	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	96	95%	--	66.7	100.0	--
Math	96	95%	--	75.0	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	72	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	48	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	14	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	86	86	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
80	80	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
43	43	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	12	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		12	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCES MIDDLE School District

CDS Code	0128066	FMTA Region	II
District Name	HEALTH SCIENCES MIDDLE	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCES MIDDLE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCES MIDDLE School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCES MIDDLE School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEALTH SCIENCES MIDDLE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HEALTH SCIENCES MIDDLE School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEBER ELEMENTARY School District

CDS Code	1363131	FMTA Region	II
District Name	HEBER ELEMENTARY	SELPA	1300 Imperial County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	112	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEBER ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	110	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	91	43	47.3%	>49.2%	No
B. <40%		38	41.8%	<24.6%	No
C. Separate Schools		*	4.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEBER ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	20	13	65.0%	>39.8%	Yes
B. Separate		*	35.0%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	75	49.3%	72.7%	No
2. Functioning within age expectations	69	116	59.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	38	75	50.7%	70.0%	No
2. Functioning within age expectations	66	116	56.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	48	62.5%	75.0%	No
2. Functioning within age expectations	84	116	72.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
132	132	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEBER ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
27	21	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEBER ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
87	*	83	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HEBER ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HELENDALE ELEMENTARY School District

CDS Code	3667736	FMTA Region	II
District Name	HELENDALE ELEMENTARY	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
80.0%	90.24	N/A

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	112	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HELENDALE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	31	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	68	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	90	43	47.8%	>49.2%	No
B. <40%		20	22.2%	<24.6%	Yes
C. Separate Schools		*	3.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HELENDALE ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	11	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
121	121	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HELENDALE ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
30	26	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HELENDALE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
11	11	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HELENDALE ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEMET UNIFIED School District

CDS Code	3367082	FMTA Region	II
District Name	HEMET UNIFIED	SELPA	3301 Riverside County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
56.8%	79.64	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
3.55	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
18	3,478	0.52	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEMET UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	48	NC	2.43%	No
Asian	0	34	NC		
African American	*	388	0.52		
Hispanic	*	1,718	0.47		
Multi-Ethnic	0	130	NC		
Pacific Islander	0	12	NC		
White	*	1,148	0.61		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,925	1,216	41.6%	>49.2%	No
B. <40%		1,095	37.4%	<24.6%	No
C. Separate Schools		72	2.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEMET UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	235	106	45.1%	>39.8%	Yes
B. Separate		111	47.2%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	237	445	53.3%	72.7%	No
2. Functioning within age expectations	424	738	57.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	255	450	56.7%	70.0%	No
2. Functioning within age expectations	417	738	56.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	243	406	59.9%	75.0%	No
2. Functioning within age expectations	464	738	62.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,132	3,156	99.2%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HEMET UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
503	332	169	99.4%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
416	42	337	31	98.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
768	759	98.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HEMET UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	59	45	76.3%	52.30%	Yes
B. Higher Ed or Competitively Employed		51	86.4%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		59	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HERMOSA BEACH CITY ELEMENTARY School District

CDS Code	1964600	FMTA Region	I
District Name	HERMOSA BEACH CITY ELEMENTARY	SELPA	1907 Southwest Serv Area

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	168	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HERMOSA BEACH CITY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	21	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	125	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	132	107	81.1%	>49.2%	Yes
B. <40%		13	9.8%	<24.6%	Yes
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HERMOSA BEACH CITY ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	32	17	53.1%	>39.8%	Yes
B. Separate		*	3.1%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
187	187	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HERMOSA BEACH CITY ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
30	28	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HERMOSA BEACH CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HERMOSA BEACH CITY ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HESPERIA UNIFIED School District

CDS Code	3675044	FMTA Region	II
District Name	HESPERIA UNIFIED	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
73.7%	82.52	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.78	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
18	2,532	0.71	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HESPERIA UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	18	NC	2.43%	No
Asian	0	28	NC		
African American	*	305	1.64		
Hispanic	*	1,373	0.44		
Multi-Ethnic	*	94	2.13		
Pacific Islander	0	*	NC		
White	*	710	0.56		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,051	739	36.0%	>49.2%	No
B. <40%		942	45.9%	<24.6%	No
C. Separate Schools		62	3.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HESPERIA UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	169	62	36.7%	>39.8%	No
B. Separate		42	24.9%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,075	2,080	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HESPERIA UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
415	283	131	99.6%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HESPERIA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
610	605	99.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HESPERIA UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	40	19	47.5%	52.30%	No
B. Higher Ed or Competitively Employed		20	50.0%	72.4%	No
C. Any Post-Secondary Ed or Employed		40	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HICKMAN ELEMENTARY School District

CDS Code	5071100	FMTA Region	IV
District Name	HICKMAN ELEMENTARY	SELPA	5001 Stanislaus County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	128	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HICKMAN ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	27	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	87	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	99	85	85.9%	>49.2%	Yes
B. <40%		12	12.1%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HICKMAN ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
120	120	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HICKMAN ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
27	23	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HICKMAN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HICKMAN ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH School District

CDS Code	3731247	FMTA Region	II
District Name	HIGH TECH HIGH	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
70.6%	96.24	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	45.5	100.0	--
Math	91	95%	--	--	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	73	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	22	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	34	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	73	73	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
77	77	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
45	45	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	13	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		13	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH EXPLORER School District

CDS Code	6117683	FMTA Region	II
District Name	HIGH TECH HIGH EXPLORER	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	45	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH EXPLORER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	19	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	20	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	31	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH EXPLORER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
45	45	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH EXPLORER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
21	*	11	40.0%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH EXPLORER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH EXPLORER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH INTERNATIONAL School District

CDS Code	0106732	FMTA Region	II
District Name	HIGH TECH HIGH INTERNATIONAL	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
88.9%	91.67	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	50.0	100.0	--
Math	100	95%	--	41.7	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	57	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH INTERNATIONAL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	17	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	28	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	54	54	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH INTERNATIONAL School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
58	58	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH INTERNATIONAL School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH INTERNATIONAL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
37	37	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH INTERNATIONAL School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MEDIA ARTS School District

CDS Code	0108787	FMTA Region	II
District Name	HIGH TECH HIGH MEDIA ARTS	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
80.0%	90.72	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	50.0	100.0	--
Math	100	95%	--	33.3	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	50	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MEDIA ARTS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	15	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	25	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	59	58	98.3%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	1.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MEDIA ARTS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
60	60	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MEDIA ARTS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH MEDIA ARTS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
35	35	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH MEDIA ARTS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE School District

CDS Code	0101204	FMTA Region	II
District Name	HIGH TECH HIGH MIDDLE	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	42	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	25	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	38	37	97.4%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	2.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	46	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH MIDDLE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH MIDDLE School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE MEDIA ARTS School District

CDS Code	0107573	FMTA Region	II
District Name	HIGH TECH HIGH MIDDLE MEDIA ARTS	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	46	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE MEDIA ARTS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	22	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	41	41	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE MEDIA ARTS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
42	42	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE MEDIA ARTS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HIGH TECH HIGH MIDDLE MEDIA ARTS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HIGH TECH HIGH MIDDLE MEDIA ARTS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILLSBOROUGH CITY ELEMENTARY School District

CDS Code	4168908	FMTA Region	II
District Name	HILLSBOROUGH CITY ELEMENTARY	SELPA	4100 San Mateo County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	203	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILLSBOROUGH CITY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	44	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	11	NC		
Pacific Islander	0	0	NC		
White	0	138	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	161	126	78.3%	>49.2%	Yes
B. <40%		12	7.5%	<24.6%	Yes
C. Separate Schools		*	4.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILLSBOROUGH CITY ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	17	14	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	98	180	54.4%	72.7%	No
2. Functioning within age expectations	235	358	65.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	101	178	56.7%	70.0%	No
2. Functioning within age expectations	238	358	66.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	129	199	64.8%	75.0%	No
2. Functioning within age expectations	234	358	65.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
202	202	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILLSBOROUGH CITY ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
46	28	17	96.6%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILLSBOROUGH CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
288	56	196	30	97.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HILLSBOROUGH CITY ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILMAR UNIFIED School District

CDS Code	2465698	FMTA Region	IV
District Name	HILMAR UNIFIED	SELPA	2400 Merced County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
86.7%	94.32	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	283	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILMAR UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	107	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	167	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	241	129	53.5%	>49.2%	Yes
B. <40%		24	10.0%	<24.6%	Yes
C. Separate Schools		*	2.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILMAR UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	22	11	50.0%	>39.8%	Yes
B. Separate		*	22.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	59	84	70.2%	72.7%	No
2. Functioning within age expectations	85	128	66.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	62	87	71.3%	70.0%	Yes
2. Functioning within age expectations	87	128	68.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	55	65	84.6%	75.0%	Yes
2. Functioning within age expectations	99	128	77.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
303	305	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILMAR UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
31	16	15	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HILMAR UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
136	*	127	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
42	37	88.1%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HILMAR UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER ELEMENTARY School District

CDS Code	3567470	FMTA Region	I
District Name	HOLLISTER ELEMENTARY	SELPA	3500 San Benito County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	685	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	16	NC		
Hispanic	*	451	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	205	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	529	278	52.6%	>49.2%	Yes
B. <40%		131	24.8%	<24.6%	No
C. Separate Schools		21	4.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	72	26	36.1%	>39.8%	No
B. Separate		43	59.7%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	11	18	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	*	18	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	13	NC	75.0%	NA
2. Functioning within age expectations	12	18	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
660	706	93.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
182	170	12	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
26	*	23	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOLLISTER ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER PREP School District

CDS Code	0127688	FMTA Region	IV
District Name	HOLLISTER PREP	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	--	NA	NA
Math	NA	95%	NA	--	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER PREP School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER PREP School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
17	17	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER PREP School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLLISTER PREP School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOLLISTER PREP School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLTVILLE UNIFIED School District

CDS Code	1363149	FMTA Region	II
District Name	HOLTVILLE UNIFIED	SELPA	1300 Imperial County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
88.2%	94.44	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	167	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLTVILLE UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	*	134	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	31	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	130	83	63.8%	>49.2%	Yes
B. <40%		23	17.7%	<24.6%	Yes
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLTVILLE UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	14	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	75	49.3%	72.7%	No
2. Functioning within age expectations	69	116	59.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	38	75	50.7%	70.0%	No
2. Functioning within age expectations	66	116	56.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	48	62.5%	75.0%	No
2. Functioning within age expectations	84	116	72.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
166	166	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLTVILLE UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
22	22	0	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOLTVILLE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
87	*	83	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
33	33	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOLTVILLE UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	12	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		12	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		12	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ACADEMY CHARTER School District

CDS Code	0124214	FMTA Region	IV
District Name	HOPE ACADEMY CHARTER	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
52.9%	33.33	N/A

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ACADEMY CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	37	37	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ACADEMY CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
66	66	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ACADEMY CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ACADEMY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
27	27	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOPE ACADEMY CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

CDS Code	4269211	FMTA Region	I
District Name	HOPE ELEMENTARY	SELPA	4200 Santa Barbara County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	147	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	63	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	71	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	114	77	67.5%	>49.2%	Yes
B. <40%		*	8.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	29	26	89.7%	>39.8%	Yes
B. Separate		*	3.4%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	123	180	68.3%	72.7%	No
2. Functioning within age expectations	188	297	63.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	122	177	68.9%	70.0%	No
2. Functioning within age expectations	186	297	62.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	115	155	74.2%	75.0%	No
2. Functioning within age expectations	210	297	70.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
177	177	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
34	32	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
215	38	171	*	98.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOPE ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

CDS Code	5471944	FMTA Region	IV
District Name	HOPE ELEMENTARY	SELPA	5400 Tulare County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	11	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	12	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	122	36.9%	72.7%	No
2. Functioning within age expectations	59	159	37.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	130	37.7%	70.0%	No
2. Functioning within age expectations	52	159	32.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	54	121	44.6%	75.0%	No
2. Functioning within age expectations	74	159	46.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
16	16	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOPE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
279	*	267	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOPE ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORICON ELEMENTARY School District

CDS Code	4970763	FMTA Region	III
District Name	HORICON ELEMENTARY	SELPA	4900 Sonoma County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORICON ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORICON ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORICON ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORICON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HORICON ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORIZON CHARTER School District

CDS Code	3130168	FMTA Region	IV
District Name	HORIZON CHARTER	SELPA	3100 Placer County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
54.8%	65.90	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
11.11	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	423	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORIZON CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	24	NC		
Hispanic	0	62	NC		
Multi-Ethnic	0	14	NC		
Pacific Islander	0	*	NC		
White	0	312	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	167	157	94.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	0.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORIZON CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	71	112	63.4%	72.7%	No
2. Functioning within age expectations	201	271	74.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	72	104	69.2%	70.0%	No
2. Functioning within age expectations	212	271	78.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	72	91	79.1%	75.0%	Yes
2. Functioning within age expectations	216	271	79.7%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
186	188	98.9%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORIZON CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
23	21	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORIZON CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
173	21	144	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
74	72	97.3%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HORIZON CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	24	*	41.7%	52.30%	No
B. Higher Ed or Competitively Employed		15	62.5%	72.4%	No
C. Any Post-Secondary Ed or Employed		24	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORN BROOK ELEMENTARY School District

CDS Code	4770359	FMTA Region	IV
District Name	HORN BROOK ELEMENTARY	SELPA	4700 Siskiyou County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORN BROOK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORN BROOK ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	13	NC	72.7%	NA
2. Functioning within age expectations	13	22	59.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	13	22	59.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	15	22	68.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORN BROOK ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HORN BROOK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
11	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HORN BROOK ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOT SPRINGS ELEMENTARY School District

CDS Code	5471951	FMTA Region	IV
District Name	HOT SPRINGS ELEMENTARY	SELPA	5400 Tulare County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOT SPRINGS ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOT SPRINGS ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	122	36.9%	72.7%	No
2. Functioning within age expectations	59	159	37.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	130	37.7%	70.0%	No
2. Functioning within age expectations	52	159	32.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	54	121	44.6%	75.0%	No
2. Functioning within age expectations	74	159	46.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOT SPRINGS ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOT SPRINGS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
279	*	267	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOT SPRINGS ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWARD GARDNER COMMUNITY CHARTER School District

CDS Code	0124321	FMTA Region	IV
District Name	HOWARD GARDNER COMMUNITY CHARTER	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	29	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWARD GARDNER COMMUNITY CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	26	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	29	24	82.8%	>49.2%	Yes
B. <40%		*	10.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWARD GARDNER COMMUNITY CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	46	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWARD GARDNER COMMUNITY CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
11	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWARD GARDNER COMMUNITY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOWARD GARDNER COMMUNITY CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWELL MOUNTAIN ELEMENTARY School District

CDS Code	2866258	FMTA Region	II
District Name	HOWELL MOUNTAIN ELEMENTARY	SELPA	2800 Napa County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	28	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWELL MOUNTAIN ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	*	11	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	13	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	16	72.7%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWELL MOUNTAIN ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	21	31	67.7%	72.7%	No
2. Functioning within age expectations	53	70	75.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	23	31	74.2%	70.0%	Yes
2. Functioning within age expectations	51	70	72.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	20	25	80.0%	75.0%	Yes
2. Functioning within age expectations	55	70	78.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
26	26	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWELL MOUNTAIN ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HOWELL MOUNTAIN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
79	*	63	*	96.9%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HOWELL MOUNTAIN ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

CDS Code	0114678	FMTA Region	II
District Name	HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA)	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	20.0	100.0	--
Math	100	95%	--	31.2	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	151	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	11	NC		
African American	0	*	NC		
Hispanic	*	100	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	27	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	123	123	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
141	141	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
27	*	14	69.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
36	36	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

CDS Code	0114694	FMTA Region	II
District Name	HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS)	SELPA	3601 Desert Mountain

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	90	95%	--	57.7	100.0	--
Math	97	95%	--	39.3	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	11	NC		
African American	0	*	NC		
Hispanic	0	31	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	109	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	149	149	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
169	169	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
24	13	11	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
61	61	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	11	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		11	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUENEME ELEMENTARY School District

CDS Code	5672462	FMTA Region	I
District Name	HUENEME ELEMENTARY	SELPA	5600 Ventura County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	982	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUENEME ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	24	NC		
African American	0	20	NC		
Hispanic	0	830	NC		
Multi-Ethnic	0	22	NC		
Pacific Islander	0	*	NC		
White	0	77	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	809	494	61.1%	>49.2%	Yes
B. <40%		143	17.7%	<24.6%	Yes
C. Separate Schools		22	2.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUENEME ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	184	45	24.5%	>39.8%	No
B. Separate		77	41.8%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	195	334	58.4%	72.7%	No
2. Functioning within age expectations	341	559	61.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	201	330	60.9%	70.0%	No
2. Functioning within age expectations	334	559	59.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	198	308	64.3%	75.0%	No
2. Functioning within age expectations	337	559	60.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,190	1,194	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUENEME ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
301	200	100	99.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUENEME ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
632	120	463	35	97.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUENEME ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

CDS Code	1964626	FMTA Region	I
District Name	HUGHES-ELIZABETH LAKES UNION ELEMENTAR	SELPA	1911 Antelope Valley

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	32	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	21	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	16	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	86	141	61.0%	72.7%	No
2. Functioning within age expectations	133	229	58.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	93	140	66.4%	70.0%	No
2. Functioning within age expectations	138	229	60.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	96	68.8%	75.0%	No
2. Functioning within age expectations	168	229	73.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
37	37	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
19	19	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
169	31	73	55	97.3%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHSON UNIFIED School District

CDS Code	5075549	FMTA Region	IV
District Name	HUGHSON UNIFIED	SELPA	5001 Stanislaus County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
86.7%	85.19	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	277	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHSON UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	135	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	126	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	216	120	55.6%	>49.2%	Yes
B. <40%		29	13.4%	<24.6%	Yes
C. Separate Schools		*	3.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHSON UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	29	21	72.4%	>39.8%	Yes
B. Separate		*	20.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
275	275	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHSON UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
43	37	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUGHSON UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
55	54	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUGHSON UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUMBOLDT COUNTY SCHOOLS School District

CDS Code	1210124	FMTA Region	IV
District Name	HUMBOLDT COUNTY SCHOOLS	SELPA	1200 Humboldt-Del Norte

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
58.5%	82.54	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	41	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUMBOLDT COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	24	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	26	20	76.9%	>49.2%	Yes
B. <40%		*	11.5%	<24.6%	Yes
C. Separate Schools		*	7.7%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUMBOLDT COUNTY SCHOOLS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	39	82.1%	72.7%	Yes
2. Functioning within age expectations	70	93	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	27	36	75.0%	70.0%	Yes
2. Functioning within age expectations	71	93	76.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	30	86.7%	75.0%	Yes
2. Functioning within age expectations	81	93	87.1%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
34	34	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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HUMBOLDT COUNTY SCHOOLS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
72	0	69	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
15	15	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUMBOLDT COUNTY SCHOOLS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH CITY ELEMENTARY School District

CDS Code	3066530	FMTA Region	I
District Name	HUNTINGTON BEACH CITY ELEMENTARY	SELPA	3020 West Orange County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	950	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH CITY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	13	NC	2.43%	No
Asian	0	72	NC		
African American	0	11	NC		
Hispanic	0	187	NC		
Multi-Ethnic	0	47	NC		
Pacific Islander	0	*	NC		
White	0	613	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	739	538	72.8%	>49.2%	Yes
B. <40%		102	13.8%	<24.6%	Yes
C. Separate Schools		*	0.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH CITY ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	126	66	52.4%	>39.8%	Yes
B. Separate		53	42.1%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	103	58.3%	72.7%	No
2. Functioning within age expectations	124	189	65.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	66	103	64.1%	70.0%	No
2. Functioning within age expectations	134	189	70.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	53	86	61.6%	75.0%	No
2. Functioning within age expectations	137	189	72.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,058	1,062	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH CITY ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
240	204	36	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUNTINGTON BEACH CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
149	31	111	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUNTINGTON BEACH CITY ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH UNION HIGH School District

CDS Code	3066548	FMTA Region	I
District Name	HUNTINGTON BEACH UNION HIGH	SELPA	3020 West Orange County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
65.5%	93.86	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.16	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97	95%	Yes	23.9	100.0	No
Math	97	95%	Yes	30.8	100.0	No

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,005	0.20	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	33	NC	2.43%	No
Asian	0	238	NC		
African American	0	45	NC		
Hispanic	*	703	0.43		
Multi-Ethnic	0	68	NC		
Pacific Islander	0	*	NC		
White	*	912	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,692	624	36.9%	>49.2%	No
B. <40%		505	29.8%	<24.6%	No
C. Separate Schools		31	1.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH UNION HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,685	1,692	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH UNION HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
54	38	16	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HUNTINGTON BEACH UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1,209	1,203	99.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HUNTINGTON BEACH UNION HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	174	93	53.4%	52.30%	Yes
B. Higher Ed or Competitively Employed		139	79.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		174	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HYDESVILLE ELEMENTARY School District

CDS Code	1262885	FMTA Region	IV
District Name	HYDESVILLE ELEMENTARY	SELPA	1200 Humboldt-Del Norte

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	19	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HYDESVILLE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	15	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	12	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HYDESVILLE ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	39	82.1%	72.7%	Yes
2. Functioning within age expectations	70	93	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	27	36	75.0%	70.0%	Yes
2. Functioning within age expectations	71	93	76.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	30	86.7%	75.0%	Yes
2. Functioning within age expectations	81	93	87.1%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
24	24	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HYDESVILLE ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
HYDESVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
72	0	69	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 HYDESVILLE ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

CDS Code	0120303	FMTA Region	I
District Name	ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY	SELPA	1907 Southwest Serv Area

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	17	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	15	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	15	15	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
25	25	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

CDS Code	0120311	FMTA Region	I
District Name	ICEF INGLEWOOD MIDDLE CHARTER ACADEMY	SELPA	1907 Southwest Serv Area

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	18	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	17	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	16	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
18	18	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IFTIN CHARTER School District

CDS Code	0108548	FMTA Region	IV
District Name	IFTIN CHARTER	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IFTIN CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	17	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IFTIN CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
23	24	95.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IFTIN CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IFTIN CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IFTIN CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IGO, ONO, PLATINA UNION ELEMENTARY School District

CDS Code	4570029	FMTA Region	III
District Name	IGO, ONO, PLATINA UNION ELEMENTARY	SELPA	4500 Shasta County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	17	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IGO, ONO, PLATINA UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IGO, ONO, PLATINA UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IGO, ONO, PLATINA UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IGO, ONO, PLATINA UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IGO, ONO, PLATINA UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ILEAD LANCASTER CHARTER School District

CDS Code	0125559	FMTA Region	IV
District Name	ILEAD LANCASTER CHARTER	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	18	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ILEAD LANCASTER CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	35	29	82.9%	>49.2%	Yes
B. <40%		*	5.7%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ILEAD LANCASTER CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
51	51	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ILEAD LANCASTER CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ILEAD LANCASTER CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 ILEAD LANCASTER CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

CDS Code	0125385	FMTA Region	IV
District Name	IMAGINE SCHOOLS, RIVERSIDE COUNTY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL COUNTY SCHOOLS School District

CDS Code	1310132	FMTA Region	II
District Name	IMPERIAL COUNTY SCHOOLS	SELPA	1300 Imperial County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
63.5%	82.37	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL COUNTY SCHOOLS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	75	49.3%	72.7%	No
2. Functioning within age expectations	69	116	59.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	38	75	50.7%	70.0%	No
2. Functioning within age expectations	66	116	56.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	48	62.5%	75.0%	No
2. Functioning within age expectations	84	116	72.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL COUNTY SCHOOLS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
87	*	83	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IMPERIAL COUNTY SCHOOLS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	30	*	16.7%	52.30%	No
B. Higher Ed or Competitively Employed		11	36.7%	72.4%	No
C. Any Post-Secondary Ed or Employed		30	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL UNIFIED School District

CDS Code	1363164	FMTA Region	II
District Name	IMPERIAL UNIFIED	SELPA	1300 Imperial County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
75.0%	93.90	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.76	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	352	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	279	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	63	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	295	83	28.1%	>49.2%	No
B. <40%		80	27.1%	<24.6%	No
C. Separate Schools		*	2.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	48	33	68.8%	>39.8%	Yes
B. Separate		*	16.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	75	49.3%	72.7%	No
2. Functioning within age expectations	69	116	59.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	38	75	50.7%	70.0%	No
2. Functioning within age expectations	66	116	56.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	48	62.5%	75.0%	No
2. Functioning within age expectations	84	116	72.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
421	421	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
79	55	24	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IMPERIAL UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
87	*	83	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
63	52	82.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IMPERIAL UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN DIGGINGS ELEMENTARY School District

CDS Code	0961895	FMTA Region	IV
District Name	INDIAN DIGGINGS ELEMENTARY	SELPA	0901 El Dorado County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN DIGGINGS ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN DIGGINGS ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	18	35	51.4%	72.7%	No
2. Functioning within age expectations	49	74	66.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	19	34	55.9%	70.0%	No
2. Functioning within age expectations	48	74	64.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	19	31	61.3%	75.0%	No
2. Functioning within age expectations	53	74	71.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN DIGGINGS ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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INDIAN DIGGINGS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
55	0	53	0	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INDIAN DIGGINGS ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN SPRINGS ELEMENTARY School District

CDS Code	4570037	FMTA Region	III
District Name	INDIAN SPRINGS ELEMENTARY	SELPA	4500 Shasta County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN SPRINGS ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN SPRINGS ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN SPRINGS ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INDIAN SPRINGS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INDIAN SPRINGS ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INGLEWOOD UNIFIED School District

CDS Code	1964634	FMTA Region	I
District Name	INGLEWOOD UNIFIED	SELPA	1907 Southwest Serv Area

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
72.5%	75.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.29	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,082	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INGLEWOOD UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	*	922	NC		
Hispanic	0	1,094	NC		
Multi-Ethnic	0	34	NC		
Pacific Islander	0	*	NC		
White	0	19	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,634	840	51.4%	>49.2%	Yes
B. <40%		616	37.7%	<24.6%	No
C. Separate Schools		101	6.2%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INGLEWOOD UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	204	161	78.9%	>39.8%	Yes
B. Separate		32	15.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,013	2,034	99.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INGLEWOOD UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	Yes	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
312	245	67	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INGLEWOOD UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
352	186	52.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INGLEWOOD UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INLAND LEADERS CHARTER School District

CDS Code	0114256	FMTA Region	IV
District Name	INLAND LEADERS CHARTER	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	45	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INLAND LEADERS CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	35	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	36	35	97.2%	>49.2%	Yes
B. <40%		*	2.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INLAND LEADERS CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
53	53	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INLAND LEADERS CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
14	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INLAND LEADERS CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INLAND LEADERS CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INNOVATIONS ACADEMY School District

CDS Code	0118083	FMTA Region	IV
District Name	INNOVATIONS ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INNOVATIONS ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	57	56	98.2%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INNOVATIONS ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
80	80	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INNOVATIONS ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	16	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INNOVATIONS ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INNOVATIONS ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INYO COUNTY SCHOOLS School District

CDS Code	1410140	FMTA Region	II
District Name	INYO COUNTY SCHOOLS	SELPA	1400 Inyo County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
21.1%	31.56	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	--	95%	--	--	100.0	--
Math	--	95%	--	--	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	21	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INYO COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INYO COUNTY SCHOOLS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	11	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	11	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	11	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INYO COUNTY SCHOOLS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
INYO COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	0	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
24	22	91.7%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 INYO COUNTY SCHOOLS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IQ ACADEMY CALIFORNIA- LA School District

CDS Code	0120600	FMTA Region	I
District Name	IQ ACADEMY CALIFORNIA- LA	SELPA	1903 East San Gabriel Valley

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
0.0%	15.79	N/A

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	71	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IQ ACADEMY CALIFORNIA- LA School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	16	NC		
Hispanic	0	16	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	33	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	35	35	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IQ ACADEMY CALIFORNIA- LA School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	105	189	55.6%	72.7%	No
2. Functioning within age expectations	203	332	61.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	113	185	61.1%	70.0%	No
2. Functioning within age expectations	206	332	62.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	107	177	60.5%	75.0%	No
2. Functioning within age expectations	209	332	63.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
66	66	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IQ ACADEMY CALIFORNIA- LA School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IQ ACADEMY CALIFORNIA- LA School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
295	46	216	33	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
11	11	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IQ ACADEMY CALIFORNIA- LA School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IRVINE UNIFIED School District

CDS Code	3073650	FMTA Region	I
District Name	IRVINE UNIFIED	SELPA	3014 Irvine Unified

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
78.1%	95.86	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
3.35	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,908	0.21	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IRVINE UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	14	NC	2.43%	No
Asian	0	778	NC		
African American	*	147	NC		
Hispanic	0	497	NC		
Multi-Ethnic	*	196	NC		
Pacific Islander	0	16	NC		
White	*	1,260	0.32		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,375	1,550	65.3%	>49.2%	Yes
B. <40%		411	17.3%	<24.6%	Yes
C. Separate Schools		35	1.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IRVINE UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	323	301	93.2%	>39.8%	Yes
B. Separate		17	5.3%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	48	74	64.9%	72.7%	No
2. Functioning within age expectations	72	114	63.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	71	63.4%	70.0%	No
2. Functioning within age expectations	73	114	64.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	53	71	74.6%	75.0%	No
2. Functioning within age expectations	76	114	66.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,177	3,197	99.4%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IRVINE UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
650	370	280	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
IRVINE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
102	17	79	*	98.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
491	490	99.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 IRVINE UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	127	93	73.2%	52.30%	Yes
B. Higher Ed or Competitively Employed		107	84.3%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		127	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

CDS Code	1663933	FMTA Region	II
District Name	ISLAND UNION ELEMENTARY	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	43	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	17	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	23	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	33	21	63.6%	>49.2%	Yes
B. <40%		*	6.1%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
40	40	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 ISLAND UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

CDS Code	6010466	FMTA Region	II
District Name	ISLAND UNION ELEMENTARY	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
ISLAND UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 ISLAND UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JACOBY CREEK ELEMENTARY School District

CDS Code	1262893	FMTA Region	IV
District Name	JACOBY CREEK ELEMENTARY	SELPA	1200 Humboldt-Del Norte

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	74	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JACOBY CREEK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	11	NC		
Pacific Islander	0	*	NC		
White	0	53	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	47	38	80.9%	>49.2%	Yes
B. <40%		*	6.4%	<24.6%	Yes
C. Separate Schools		*	4.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JACOBY CREEK ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	39	82.1%	72.7%	Yes
2. Functioning within age expectations	70	93	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	27	36	75.0%	70.0%	Yes
2. Functioning within age expectations	71	93	76.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	30	86.7%	75.0%	Yes
2. Functioning within age expectations	81	93	87.1%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
77	79	97.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JACOBY CREEK ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
23	20	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JACOBY CREEK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
72	0	69	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JACOBY CREEK ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMESTOWN ELEMENTARY School District

CDS Code	5572363	FMTA Region	III
District Name	JAMESTOWN ELEMENTARY	SELPA	5500 Tuolumne County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	102	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMESTOWN ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	16	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	77	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	72	38	52.8%	>49.2%	Yes
B. <40%		15	20.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMESTOWN ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	14	NC	72.7%	NA
2. Functioning within age expectations	16	24	66.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	13	17	NC	70.0%	NA
2. Functioning within age expectations	17	24	70.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	14	NC	75.0%	NA
2. Functioning within age expectations	16	24	66.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
90	90	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMESTOWN ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
21	15	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMESTOWN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
16	*	15	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JAMESTOWN ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMUL-DULZURA UNION ELEMENTARY School District

CDS Code	3768155	FMTA Region	II
District Name	JAMUL-DULZURA UNION ELEMENTARY	SELPA	3701 East County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	150	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMUL-DULZURA UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	53	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	75	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	99	55	55.6%	>49.2%	Yes
B. <40%		12	12.1%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JAMUL-DULZURA UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	12	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	87	144	60.4%	72.7%	No
2. Functioning within age expectations	143	244	58.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	102	153	66.7%	70.0%	No
2. Functioning within age expectations	140	244	57.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	98	142	69.0%	75.0%	No
2. Functioning within age expectations	154	244	63.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
138	138	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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JAMUL-DULZURA UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
31	21	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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JAMUL-DULZURA UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
244	14	203	27	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JAMUL-DULZURA UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JANESVILLE UNION ELEMENTARY School District

CDS Code	1864105	FMTA Region	IV
District Name	JANESVILLE UNION ELEMENTARY	SELPA	1800 Lassen County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	41	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JANESVILLE UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	37	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	26	20	76.9%	>49.2%	Yes
B. <40%		*	3.8%	<24.6%	Yes
C. Separate Schools		*	3.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JANESVILLE UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
37	37	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JANESVILLE UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
11	11	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JANESVILLE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JANESVILLE UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JARDIN DE LA INFANCIA School District

CDS Code	0106880	FMTA Region	I
District Name	JARDIN DE LA INFANCIA	SELPA	1951 LACOE Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JARDIN DE LA INFANCIA School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JARDIN DE LA INFANCIA School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JARDIN DE LA INFANCIA School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JARDIN DE LA INFANCIA School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JARDIN DE LA INFANCIA School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

CDS Code	3567488	FMTA Region	I
District Name	JEFFERSON ELEMENTARY	SELPA	3500 San Benito County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	11	18	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	*	18	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	13	NC	75.0%	NA
2. Functioning within age expectations	12	18	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
26	*	23	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JEFFERSON ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

CDS Code	3968544	FMTA Region	III
District Name	JEFFERSON ELEMENTARY	SELPA	3901 San Joaquin County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	327	0.61	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	36	NC		
African American	0	20	NC		
Hispanic	*	120	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	138	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	250	177	70.8%	>49.2%	Yes
B. <40%		42	16.8%	<24.6%	Yes
C. Separate Schools		*	0.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	32	*	6.3%	>39.8%	No
B. Separate		*	15.6%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	111	177	62.7%	72.7%	No
2. Functioning within age expectations	181	297	60.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	115	184	62.5%	70.0%	No
2. Functioning within age expectations	174	297	58.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	93	133	69.9%	75.0%	No
2. Functioning within age expectations	208	297	70.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
338	340	99.4%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
88	54	34	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
185	18	153	13	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JEFFERSON ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

CDS Code	4168916	FMTA Region	II
District Name	JEFFERSON ELEMENTARY	SELPA	4100 San Mateo County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	538	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	199	NC		
African American	0	33	NC		
Hispanic	*	229	NC		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	51	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	434	232	53.5%	>49.2%	Yes
B. <40%		121	27.9%	<24.6%	No
C. Separate Schools		12	2.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	109	83	76.1%	>39.8%	Yes
B. Separate		13	11.9%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	98	180	54.4%	72.7%	No
2. Functioning within age expectations	235	358	65.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	101	178	56.7%	70.0%	No
2. Functioning within age expectations	238	358	66.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	129	199	64.8%	75.0%	No
2. Functioning within age expectations	234	358	65.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
620	623	99.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
167	134	31	98.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
288	56	196	30	97.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JEFFERSON ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON UNION HIGH School District

CDS Code	4168924	FMTA Region	II
District Name	JEFFERSON UNION HIGH	SELPA	4100 San Mateo County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
71.2%	88.95	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
13.79	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	96	95%	--	18.1	100.0	--
Math	93	95%	--	22.5	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	544	0.74	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	*	123	NC		
African American	*	56	NC		
Hispanic	*	206	NC		
Multi-Ethnic	*	27	NC		
Pacific Islander	0	11	NC		
White	0	119	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	475	129	27.2%	>49.2%	No
B. <40%		145	30.5%	<24.6%	No
C. Separate Schools		47	9.9%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON UNION HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
466	467	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON UNION HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
31	21	*	91.3%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JEFFERSON UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
343	340	99.1%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JEFFERSON UNION HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN ADAMS ACADEMY (1169) School District

CDS Code	0121418	FMTA Region	IV
District Name	JOHN ADAMS ACADEMY (1169)	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	50	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN ADAMS ACADEMY (1169) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	37	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	41	41	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN ADAMS ACADEMY (1169) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
69	69	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN ADAMS ACADEMY (1169) School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
32	29	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN ADAMS ACADEMY (1169) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JOHN ADAMS ACADEMY (1169) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN SWETT UNIFIED School District

CDS Code	0761697	FMTA Region	II
District Name	JOHN SWETT UNIFIED	SELPA	0701 Contra Costa

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
76.5%	87.69	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	257	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN SWETT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	16	NC		
African American	0	78	NC		
Hispanic	0	67	NC		
Multi-Ethnic	0	27	NC		
Pacific Islander	0	*	NC		
White	0	65	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	223	126	56.5%	>49.2%	Yes
B. <40%		45	20.2%	<24.6%	Yes
C. Separate Schools		13	5.8%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN SWETT UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	25	21	84.0%	>39.8%	Yes
B. Separate		*	4.0%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	77	151	51.0%	72.7%	No
2. Functioning within age expectations	168	277	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	152	57.2%	70.0%	No
2. Functioning within age expectations	173	277	62.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	90	141	63.8%	75.0%	No
2. Functioning within age expectations	178	277	64.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
277	283	97.9%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN SWETT UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
37	36	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHN SWETT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
171	23	113	25	94.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
67	60	89.6%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JOHN SWETT UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHNSTONVILLE ELEMENTARY School District

CDS Code	1864113	FMTA Region	IV
District Name	JOHNSTONVILLE ELEMENTARY	SELPA	1800 Lassen County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	20	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHNSTONVILLE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	18	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	14	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHNSTONVILLE ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
24	24	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHNSTONVILLE ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOHNSTONVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JOHNSTONVILLE ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOINT POWER OF AUTHORITY (JPA) School District

CDS Code	3040097	FMTA Region	I
District Name	JOINT POWER OF AUTHORITY (JPA)	SELPA	3013 Greater Anaheim

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOINT POWER OF AUTHORITY (JPA) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOINT POWER OF AUTHORITY (JPA) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	40	78	51.3%	72.7%	No
2. Functioning within age expectations	76	136	55.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	38	71	53.5%	70.0%	No
2. Functioning within age expectations	87	136	64.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	47	67	70.1%	75.0%	No
2. Functioning within age expectations	94	136	69.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOINT POWER OF AUTHORITY (JPA) School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JOINT POWER OF AUTHORITY (JPA) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
110	16	92	*	98.9%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JOINT POWER OF AUTHORITY (JPA) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION ELEMENTARY School District

CDS Code	3768163	FMTA Region	II
District Name	JULIAN UNION ELEMENTARY	SELPA	3703 North Inland

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
3.03	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	397	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	16	NC	2.43%	No
Asian	0	*	NC		
African American	0	20	NC		
Hispanic	0	66	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	0	275	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	328	279	85.1%	>49.2%	Yes
B. <40%		*	0.9%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	36	46	78.3%	72.7%	Yes
2. Functioning within age expectations	67	89	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	35	43	81.4%	70.0%	Yes
2. Functioning within age expectations	71	89	79.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	33	78.8%	75.0%	Yes
2. Functioning within age expectations	69	89	77.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
417	418	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
62	49	13	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
133	16	103	13	99.0%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
84	83	98.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JULIAN UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION HIGH School District

CDS Code	3768171	FMTA Region	II
District Name	JULIAN UNION HIGH	SELPA	3703 North Inland

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
66.7%	73.91	N/A

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	--	100.0	--
Math	100	95%	--	--	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	29	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	14	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	24	21	87.5%	>49.2%	Yes
B. <40%		*	12.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
24	24	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JULIAN UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
13	12	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JULIAN UNION HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION CITY ELEMENTARY School District

CDS Code	5371738	FMTA Region	III
District Name	JUNCTION CITY ELEMENTARY	SELPA	5300 Trinity County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION CITY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION CITY ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	0	*	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	0	*	NC	70.0%	NA
2. Functioning within age expectations	0	*	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	0	*	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
11	11	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION CITY ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	0	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JUNCTION CITY ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

CDS Code	4570045	FMTA Region	III
District Name	JUNCTION ELEMENTARY	SELPA	4500 Shasta County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	56	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	37	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	33	20	60.6%	>49.2%	Yes
B. <40%		*	15.2%	<24.6%	Yes
C. Separate Schools		*	9.1%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
47	48	97.9%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JUNCTION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JUNCTION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

CDS Code	4770367	FMTA Region	IV
District Name	JUNCTION ELEMENTARY	SELPA	4700 Siskiyou County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	13	NC	72.7%	NA
2. Functioning within age expectations	13	22	59.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	13	22	59.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	15	22	68.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JUNCTION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
11	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JUNCTION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JURUPA UNIFIED School District

CDS Code	3367090	FMTA Region	II
District Name	JURUPA UNIFIED	SELPA	3301 Riverside County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
68.7%	82.13	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
8.00	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
16	2,433	0.66	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JURUPA UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	37	NC		
African American	*	94	2.13		
Hispanic	13	1,889	0.69		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	13	NC		
White	*	382	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,046	732	35.8%	>49.2%	No
B. <40%		816	39.9%	<24.6%	No
C. Separate Schools		54	2.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JURUPA UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	166	35	21.1%	>39.8%	No
B. Separate		125	75.3%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	237	445	53.3%	72.7%	No
2. Functioning within age expectations	424	738	57.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	255	450	56.7%	70.0%	No
2. Functioning within age expectations	417	738	56.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	243	406	59.9%	75.0%	No
2. Functioning within age expectations	464	738	62.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,448	2,467	99.2%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JURUPA UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
388	333	54	99.7%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
JURUPA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
416	42	337	31	98.5%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
539	529	98.1%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 JURUPA UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	38	26	68.4%	52.30%	Yes
B. Higher Ed or Competitively Employed		30	78.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		38	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KASHIA ELEMENTARY School District

CDS Code	4970888	FMTA Region	III
District Name	KASHIA ELEMENTARY	SELPA	4900 Sonoma County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KASHIA ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KASHIA ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KASHIA ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KASHIA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KASHIA ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEILLER LEADERSHIP ACADEMY (0695) School District

CDS Code	6039812	FMTA Region	IV
District Name	KEILLER LEADERSHIP ACADEMY (0695)	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	93	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEILLER LEADERSHIP ACADEMY (0695) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	27	NC		
Hispanic	0	54	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	55	37	67.3%	>49.2%	Yes
B. <40%		*	7.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEILLER LEADERSHIP ACADEMY (0695) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
66	67	98.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEILLER LEADERSHIP ACADEMY (0695) School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
13	11	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KEILLER LEADERSHIP ACADEMY (0695) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KEILLER LEADERSHIP ACADEMY (0695) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KELSEYVILLE UNIFIED School District

CDS Code	1764014	FMTA Region	IV
District Name	KELSEYVILLE UNIFIED	SELPA	1700 Lake County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
75.0%	93.88	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
9.52	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	240	2.92	2.43%	Yes

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KELSEYVILLE UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	Yes
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	70	2.86		
Multi-Ethnic	0	12	NC		
Pacific Islander	0	0	NC		
White	*	142	3.52		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	203	65	32.0%	>49.2%	No
B. <40%		60	29.6%	<24.6%	No
C. Separate Schools		*	1.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KELSEYVILLE UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	17	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	17	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	*	17	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	12	17	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
256	257	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KELSEYVILLE UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
39	38	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KELSEYVILLE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
13	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
57	57	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KELSEYVILLE UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENTFIELD ELEMENTARY School District

CDS Code	2165334	FMTA Region	II
District Name	KENTFIELD ELEMENTARY	SELPA	2100 Marin County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	109	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENTFIELD ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	17	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	76	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	85	46	54.1%	>49.2%	Yes
B. <40%		*	11.8%	<24.6%	Yes
C. Separate Schools		*	5.9%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENTFIELD ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	23	21	91.3%	>39.8%	Yes
B. Separate		*	8.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	57	82	69.5%	72.7%	No
2. Functioning within age expectations	111	165	67.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	61	84	72.6%	70.0%	Yes
2. Functioning within age expectations	108	165	65.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	51	75	68.0%	75.0%	No
2. Functioning within age expectations	111	165	67.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
118	118	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENTFIELD ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
31	23	*	95.8%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENTFIELD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
115	18	85	11	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KENTFIELD ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENWOOD School District

CDS Code	4970789	FMTA Region	III
District Name	KENWOOD	SELPA	4900 Sonoma County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	27	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENWOOD School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	17	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	24	17	70.8%	>49.2%	Yes
B. <40%		*	20.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENWOOD School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENWOOD School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KENWOOD School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KENWOOD School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEPPEL UNION ELEMENTARY School District

CDS Code	1964642	FMTA Region	I
District Name	KEPPEL UNION ELEMENTARY	SELPA	1911 Antelope Valley

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	341	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEPPEL UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	31	NC		
Hispanic	0	220	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	81	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	275	209	76.0%	>49.2%	Yes
B. <40%		27	9.8%	<24.6%	Yes
C. Separate Schools		*	2.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEPPEL UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	59	29	49.2%	>39.8%	Yes
B. Separate		29	49.2%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	86	141	61.0%	72.7%	No
2. Functioning within age expectations	133	229	58.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	93	140	66.4%	70.0%	No
2. Functioning within age expectations	138	229	60.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	96	68.8%	75.0%	No
2. Functioning within age expectations	168	229	73.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
390	391	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEPPEL UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
88	75	12	98.7%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEPPEL UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
169	31	73	55	97.3%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KEPPEL UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERMAN UNIFIED School District

CDS Code	1073999	FMTA Region	III
District Name	KERMAN UNIFIED	SELPA	1001 Fresno County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
71.0%	84.39	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	594	0.51	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERMAN UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	16	NC		
African American	0	*	NC		
Hispanic	*	481	0.62		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	80	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	468	310	66.2%	>49.2%	Yes
B. <40%		101	21.6%	<24.6%	Yes
C. Separate Schools		21	4.5%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERMAN UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	80	39	48.8%	>39.8%	Yes
B. Separate		*	11.3%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	76	147	51.7%	72.7%	No
2. Functioning within age expectations	123	230	53.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	150	46.7%	70.0%	No
2. Functioning within age expectations	115	230	50.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	131	57.3%	75.0%	No
2. Functioning within age expectations	129	230	56.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
653	655	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERMAN UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
93	91	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERMAN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
186	*	175	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
100	100	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KERMAN UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	28	18	64.3%	52.30%	Yes
B. Higher Ed or Competitively Employed		20	71.4%	72.4%	No
C. Any Post-Secondary Ed or Employed		28	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN COUNTY SCHOOLS School District

CDS Code	1510157	FMTA Region	II
District Name	KERN COUNTY SCHOOLS	SELPA	1501 Kern County Consortium

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
50.1%	76.19	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	98	2.04	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	Yes
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	*	36	5.56		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	52	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	116	97	83.6%	>49.2%	Yes
B. <40%		*	6.9%	<24.6%	Yes
C. Separate Schools		*	6.0%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN COUNTY SCHOOLS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	138	245	56.3%	72.7%	No
2. Functioning within age expectations	241	410	58.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	144	251	57.4%	70.0%	No
2. Functioning within age expectations	234	410	57.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	123	209	58.9%	75.0%	No
2. Functioning within age expectations	266	410	64.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
122	122	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN COUNTY SCHOOLS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	16	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
261	36	205	20	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
16	16	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KERN COUNTY SCHOOLS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN UNION HIGH School District

CDS Code	1563529	FMTA Region	II
District Name	KERN UNION HIGH	SELPA	1512 Kern High

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
49.4%	80.78	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.02	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98	95%	Yes	15.6	100.0	No
Math	98	95%	Yes	15.8	100.0	No

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
58	3,629	1.60	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	24	8.33	2.43%	Yes
Asian	0	38	NC		
African American	15	420	3.57		
Hispanic	28	2,082	1.34		
Multi-Ethnic	0	48	NC		
Pacific Islander	0	*	NC		
White	13	1,010	1.29		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,380	865	25.6%	>49.2%	No
B. <40%		1,559	46.1%	<24.6%	No
C. Separate Schools		62	1.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN UNION HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,763	3,791	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN UNION HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
124	110	12	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERN UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
2,401	2,399	99.9%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KERN UNION HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	295	82	27.8%	52.30%	No
B. Higher Ed or Competitively Employed		161	54.6%	72.4%	No
C. Any Post-Secondary Ed or Employed		293	99.3%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERNVILLE UNION ELEMENTARY School District

CDS Code	1563545	FMTA Region	II
District Name	KERNVILLE UNION ELEMENTARY	SELPA	1501 Kern County Consortium

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	105	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERNVILLE UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	13	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	86	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	79	56	70.9%	>49.2%	Yes
B. <40%		*	6.3%	<24.6%	Yes
C. Separate Schools		*	1.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERNVILLE UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	16	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	138	245	56.3%	72.7%	No
2. Functioning within age expectations	241	410	58.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	144	251	57.4%	70.0%	No
2. Functioning within age expectations	234	410	57.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	123	209	58.9%	75.0%	No
2. Functioning within age expectations	266	410	64.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
119	121	98.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERNVILLE UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
24	21	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KERNVILLE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
261	36	205	20	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KERNVILLE UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEYES UNION ELEMENTARY School District

CDS Code	5071134	FMTA Region	IV
District Name	KEYES UNION ELEMENTARY	SELPA	5001 Stanislaus County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	130	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEYES UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	93	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	37	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	108	63	58.3%	>49.2%	Yes
B. <40%		39	36.1%	<24.6%	No
C. Separate Schools		*	0.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEYES UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	18	14	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
143	143	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEYES UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
30	26	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KEYES UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KEYES UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING CITY UNION School District

CDS Code	2766050	FMTA Region	III
District Name	KING CITY UNION	SELPA	2700 Monterey County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	440	2.05	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING CITY UNION School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	*	402	2.24		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	30	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	346	146	42.2%	>49.2%	No
B. <40%		37	10.7%	<24.6%	Yes
C. Separate Schools		*	1.2%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING CITY UNION School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	64	57	89.1%	>39.8%	Yes
B. Separate		*	4.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	118	57.6%	72.7%	No
2. Functioning within age expectations	83	160	51.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	76	120	63.3%	70.0%	No
2. Functioning within age expectations	82	160	51.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	76	115	66.1%	75.0%	No
2. Functioning within age expectations	88	160	55.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
471	472	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING CITY UNION School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
108	70	36	97.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING CITY UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
142	15	110	14	97.3%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING CITY UNION School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ATHLETICS ACADEMY School District

CDS Code	0109041	FMTA Region	IV
District Name	KING/CHAVEZ ATHLETICS ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	26	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ATHLETICS ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	25	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	17	14	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ATHLETICS ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
26	26	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ATHLETICS ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KING/CHAVEZ ATHLETICS ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING/CHAVEZ ATHLETICS ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

CDS Code	0118851	FMTA Region	IV
District Name	KING/CHAVEZ COMMUNITY HIGH SCHOOL	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
75.0%	--	N/A

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	0.0	100.0	--
Math	100	95%	--	0.0	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	55	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	45	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	67	55	82.1%	>49.2%	Yes
B. <40%		*	1.5%	<24.6%	Yes
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
74	75	98.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
34	32	94.1%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PRIMARY ACADEMY School District

CDS Code	6040190	FMTA Region	IV
District Name	KING/CHAVEZ PRIMARY ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	28	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PRIMARY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	*	*	NC		
Hispanic	0	25	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	20	15	75.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PRIMARY ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
26	26	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PRIMARY ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	11	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PRIMARY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING/CHAVEZ PRIMARY ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ACADEMY OF EXCELLENCE School District

CDS Code	6119598	FMTA Region	IV
District Name	KING/CHAVEZ ACADEMY OF EXCELLENCE	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	42	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ACADEMY OF EXCELLENCE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	41	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	35	24	68.6%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ACADEMY OF EXCELLENCE School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
36	36	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ACADEMY OF EXCELLENCE School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ACADEMY OF EXCELLENCE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING/CHAVEZ ACADEMY OF EXCELLENCE School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ARTS ACADEMY School District

CDS Code	0109033	FMTA Region	IV
District Name	KING/CHAVEZ ARTS ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	28	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ARTS ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	25	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	20	14	70.0%	>49.2%	Yes
B. <40%		*	5.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ARTS ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
23	23	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ARTS ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ ARTS ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING/CHAVEZ ARTS ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PREPARATORY ACADEMY School District

CDS Code	0111906	FMTA Region	IV
District Name	KING/CHAVEZ PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	38	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	36	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	35	23	65.7%	>49.2%	Yes
B. <40%		*	2.9%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PREPARATORY ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
42	43	97.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PREPARATORY ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KING/CHAVEZ PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KING/CHAVEZ PREPARATORY ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS CANYON JOINT UNIFIED School District

CDS Code	1062265	FMTA Region	III
District Name	KINGS CANYON JOINT UNIFIED	SELPA	1001 Fresno County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
65.4%	84.52	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
9.09	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	899	0.56	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS CANYON JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	*	*	NC		
African American	0	14	NC		
Hispanic	*	740	0.41		
Multi-Ethnic	0	14	NC		
Pacific Islander	0	*	NC		
White	*	119	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	753	547	72.6%	>49.2%	Yes
B. <40%		126	16.7%	<24.6%	Yes
C. Separate Schools		15	2.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS CANYON JOINT UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	83	34	41.0%	>39.8%	Yes
B. Separate		25	30.1%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	76	147	51.7%	72.7%	No
2. Functioning within age expectations	123	230	53.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	150	46.7%	70.0%	No
2. Functioning within age expectations	115	230	50.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	131	57.3%	75.0%	No
2. Functioning within age expectations	129	230	56.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
959	962	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS CANYON JOINT UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
82	77	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS CANYON JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
186	*	175	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
234	234	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGS CANYON JOINT UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	27	18	66.7%	52.30%	Yes
B. Higher Ed or Competitively Employed		23	85.2%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		27	100.0%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS COUNTY SCHOOLS School District

CDS Code	1610165	FMTA Region	II
District Name	KINGS COUNTY SCHOOLS	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
49.1%	73.54	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS COUNTY SCHOOLS School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
0	0	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS COUNTY SCHOOLS School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGS COUNTY SCHOOLS School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER UNION ELEMENTARY School District

CDS Code	5471969	FMTA Region	IV
District Name	KINGS RIVER UNION ELEMENTARY	SELPA	5400 Tulare County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	20	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	15	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	16	15	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	122	36.9%	72.7%	No
2. Functioning within age expectations	59	159	37.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	130	37.7%	70.0%	No
2. Functioning within age expectations	52	159	32.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	54	121	44.6%	75.0%	No
2. Functioning within age expectations	74	159	46.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
32	32	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
279	*	267	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGS RIVER UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK ELEMENTARY School District

CDS Code	6010474	FMTA Region	II
District Name	KINGS RIVER-HARDWICK ELEMENTARY	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGS RIVER-HARDWICK ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK UNION ELEMENTARY School District

CDS Code	1663941	FMTA Region	II
District Name	KINGS RIVER-HARDWICK UNION ELEMENTARY	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	73	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	17	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	54	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	71	66	93.0%	>49.2%	Yes
B. <40%		*	5.6%	<24.6%	Yes
C. Separate Schools		*	1.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
82	82	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGS RIVER-HARDWICK UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGS RIVER-HARDWICK UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGS RIVER-HARDWICK UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG COMMUNITY CHARTER School District

CDS Code	6114805	FMTA Region	III
District Name	KINGSBURG COMMUNITY CHARTER	SELPA	1001 Fresno County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG COMMUNITY CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG COMMUNITY CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	76	147	51.7%	72.7%	No
2. Functioning within age expectations	123	230	53.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	150	46.7%	70.0%	No
2. Functioning within age expectations	115	230	50.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	131	57.3%	75.0%	No
2. Functioning within age expectations	129	230	56.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG COMMUNITY CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG COMMUNITY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
186	*	175	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGSBURG COMMUNITY CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION ELEMENTARY School District

CDS Code	1062240	FMTA Region	III
District Name	KINGSBURG JOINT UNION ELEMENTARY	SELPA	1001 Fresno County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	250	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	157	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	85	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	184	122	66.3%	>49.2%	Yes
B. <40%		*	3.8%	<24.6%	Yes
C. Separate Schools		*	1.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	46	46	100.0%	>39.8%	Yes
B. Separate		0	0.0%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	76	147	51.7%	72.7%	No
2. Functioning within age expectations	123	230	53.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	150	46.7%	70.0%	No
2. Functioning within age expectations	115	230	50.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	131	57.3%	75.0%	No
2. Functioning within age expectations	129	230	56.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
289	290	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
77	75	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KINGSBURG JOINT UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
186	*	175	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGSBURG JOINT UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION HIGH School District

CDS Code	1062257	FMTA Region	III
District Name	KINGSBURG JOINT UNION HIGH	SELPA	1001 Fresno County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
73.3%	93.75	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98	95%	--	11.8	100.0	--
Math	95	95%	--	9.1	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	117	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	73	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	38	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	103	79	76.7%	>49.2%	Yes
B. <40%		*	5.8%	<24.6%	Yes
C. Separate Schools		*	4.9%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
120	120	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KINGSBURG JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
64	64	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KINGSBURG JOINT UNION HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP ADELANTE School District

CDS Code	0101345	FMTA Region	IV
District Name	KIPP ADELANTE	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	51	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP ADELANTE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	44	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	37	30	81.1%	>49.2%	Yes
B. <40%		*	2.7%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP ADELANTE School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	47	97.9%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP ADELANTE School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP ADELANTE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP ADELANTE School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BAYVIEW ACADEMY School District

CDS Code	0101337	FMTA Region	IV
District Name	KIPP BAYVIEW ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	35	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BAYVIEW ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	29	NC		
Hispanic	*	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	36	30	83.3%	>49.2%	Yes
B. <40%		*	2.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BAYVIEW ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
36	36	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BAYVIEW ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BAYVIEW ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP BAYVIEW ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BRIDGE CHARTER School District

CDS Code	0115014	FMTA Region	IV
District Name	KIPP BRIDGE CHARTER	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	21	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BRIDGE CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	15	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	17	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BRIDGE CHARTER School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
23	23	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BRIDGE CHARTER School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP BRIDGE CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP BRIDGE CHARTER School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP HEARTWOOD ACADEMY School District

CDS Code	0106633	FMTA Region	IV
District Name	KIPP HEARTWOOD ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	28	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP HEARTWOOD ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	25	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	24	21	87.5%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP HEARTWOOD ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP HEARTWOOD ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP HEARTWOOD ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP HEARTWOOD ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP KING COLLEGIATE HIGH School District

CDS Code	0114421	FMTA Region	IV
District Name	KIPP KING COLLEGIATE HIGH	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
66.7%	86.02	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	84	95%	--	--	100.0	--
Math	100	95%	--	--	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	25	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP KING COLLEGIATE HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	*	NC		
African American	*	*	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	29	27	93.1%	>49.2%	Yes
B. <40%		*	6.9%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP KING COLLEGIATE HIGH School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
29	29	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP KING COLLEGIATE HIGH School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP KING COLLEGIATE HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
19	19	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP KING COLLEGIATE HIGH School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO BAY ACADEMY School District

CDS Code	0101352	FMTA Region	IV
District Name	KIPP SAN FRANCISCO BAY ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	50	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO BAY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	17	NC		
Hispanic	0	29	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	57	54	94.7%	>49.2%	Yes
B. <40%		*	3.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO BAY ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
63	63	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO BAY ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO BAY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP SAN FRANCISCO BAY ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

CDS Code	0127530	FMTA Region	IV
District Name	KIPP SAN FRANCISCO COLLEGE PREPARATORY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	--	100.0	NA
Math	NA	95%	NA	--	100.0	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	13	13	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN JOSE COLLEGIATE School District

CDS Code	0116889	FMTA Region	IV
District Name	KIPP SAN JOSE COLLEGIATE	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
33.3%	85.07	N/A

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	--	100.0	--
Math	100	95%	--	--	100.0	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	22	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN JOSE COLLEGIATE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	16	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	25	25	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN JOSE COLLEGIATE School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
29	29	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SAN JOSE COLLEGIATE School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP SAN JOSE COLLEGIATE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
14	14	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP SAN JOSE COLLEGIATE School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SUMMIT ACADEMY School District

CDS Code	0101212	FMTA Region	IV
District Name	KIPP SUMMIT ACADEMY	SELPA	0951 El Dorado County Charter

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	26	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SUMMIT ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	19	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	28	25	89.3%	>49.2%	Yes
B. <40%		*	10.7%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SUMMIT ACADEMY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
34	34	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SUMMIT ACADEMY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIPP SUMMIT ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIPP SUMMIT ACADEMY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIRKWOOD ELEMENTARY School District

CDS Code	5271555	FMTA Region	IV
District Name	KIRKWOOD ELEMENTARY	SELPA	5200 Tehama County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIRKWOOD ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIRKWOOD ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	17	26	65.4%	72.7%	No
2. Functioning within age expectations	31	50	62.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	14	23	60.9%	70.0%	No
2. Functioning within age expectations	36	50	72.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	15	17	NC	75.0%	NA
2. Functioning within age expectations	40	50	80.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIRKWOOD ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIRKWOOD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
27	*	24	0	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KIRKWOOD ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIT CARSON UNION ELEMENTARY School District

CDS Code	1663958	FMTA Region	II
District Name	KIT CARSON UNION ELEMENTARY	SELPA	1600 Kings County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	57	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KIT CARSON UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	29	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	25	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	46	34	73.9%	>49.2%	Yes
B. <40%		*	4.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KIT CARSON UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	55	97	56.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	62	59.7%	70.0%	No
2. Functioning within age expectations	52	97	53.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	61	62.3%	75.0%	No
2. Functioning within age expectations	54	97	55.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
75	75	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KIT CARSON UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
20	18	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
58	*	54	*	98.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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 KIT CARSON UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH RIVER UNION ELEMENTARY School District

CDS Code	4770375	FMTA Region	IV
District Name	KLAMATH RIVER UNION ELEMENTARY	SELPA	4700 Siskiyou County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH RIVER UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH RIVER UNION ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	13	NC	72.7%	NA
2. Functioning within age expectations	13	22	59.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	13	22	59.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	15	22	68.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH RIVER UNION ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH RIVER UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
11	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KLAMATH RIVER UNION ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH-TRINITY JOINT UNIFIED School District

CDS Code	1262901	FMTA Region	IV
District Name	KLAMATH-TRINITY JOINT UNIFIED	SELPA	1200 Humboldt-Del Norte

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
75.0%	78.21	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	216	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH-TRINITY JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	164	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	12	NC		
Multi-Ethnic	0	16	NC		
Pacific Islander	0	0	NC		
White	0	23	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	178	117	65.7%	>49.2%	Yes
B. <40%		39	21.9%	<24.6%	Yes
C. Separate Schools		*	0.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH-TRINITY JOINT UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	23	21	91.3%	>39.8%	Yes
B. Separate		*	4.3%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	39	82.1%	72.7%	Yes
2. Functioning within age expectations	70	93	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	27	36	75.0%	70.0%	Yes
2. Functioning within age expectations	71	93	76.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	30	86.7%	75.0%	Yes
2. Functioning within age expectations	81	93	87.1%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
210	217	96.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KLAMATH-TRINITY JOINT UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
26	25	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KLAMATH-TRINITY JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
72	0	69	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
25	24	96.0%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KLAMATH-TRINITY JOINT UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNEELAND ELEMENTARY School District

CDS Code	1262919	FMTA Region	IV
District Name	KNEELAND ELEMENTARY	SELPA	1200 Humboldt-Del Norte

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNEELAND ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNEELAND ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	39	82.1%	72.7%	Yes
2. Functioning within age expectations	70	93	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	27	36	75.0%	70.0%	Yes
2. Functioning within age expectations	71	93	76.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	30	86.7%	75.0%	Yes
2. Functioning within age expectations	81	93	87.1%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNEELAND ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	0	*	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNEELAND ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
72	0	69	*	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KNEELAND ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNIGHTS FERRY ELEMENTARY School District

CDS Code	5071142	FMTA Region	IV
District Name	KNIGHTS FERRY ELEMENTARY	SELPA	5001 Stanislaus County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNIGHTS FERRY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNIGHTS FERRY ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNIGHTS FERRY ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KNIGHTS FERRY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KNIGHTS FERRY ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KNIGHTSEN ELEMENTARY School District

CDS Code	0761705	FMTA Region	II
District Name	KNIGHTSEN ELEMENTARY	SELPA	0701 Contra Costa

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	90	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KNIGHTSEN ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	30	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	58	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	75	46	61.3%	>49.2%	Yes
B. <40%		15	20.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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KNIGHTSEN ELEMENTARY School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	19	15	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	77	151	51.0%	72.7%	No
2. Functioning within age expectations	168	277	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	152	57.2%	70.0%	No
2. Functioning within age expectations	173	277	62.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	90	141	63.8%	75.0%	No
2. Functioning within age expectations	178	277	64.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
109	109	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KNIGHTSEN ELEMENTARY School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
30	15	13	88.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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KNIGHTSEN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
171	23	113	25	94.2%	100%	No

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KNIGHTSEN ELEMENTARY School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KONOCTI UNIFIED School District

CDS Code	1764022	FMTA Region	IV
District Name	KONOCTI UNIFIED	SELPA	1700 Lake County

**Indicator 1 – Graduation Four Year Rate:** Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
65.4%	85.71	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

A district may fall short of the Target but still be marked as “Met”. <http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35>

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
12.96	<15.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

An asterisk (\*) appears to protect student privacy where there are ten or fewer students

**Indicator 3 - Statewide Assessments:** Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.

<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
12	468	2.56	2.43%	Yes

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KONOCTI UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	28	NC	2.43%	Yes
Asian	0	*	NC		
African American	*	24	NC		
Hispanic	*	110	1.82		
Multi-Ethnic	0	22	NC		
Pacific Islander	0	0	NC		
White	*	283	2.83		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.  
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	347	228	65.7%	>49.2%	Yes
B. <40%		44	12.7%	<24.6%	Yes
C. Separate Schools		17	4.9%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KONOCTI UNIFIED School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:  
A. Regular early childhood program and receiving a majority of special education and related services in the regular program  
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	44	34	77.3%	>39.8%	Yes
B. Separate		*	2.3%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

**Indicator 7 – Preschool Assessments:** This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	17	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	*	17	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	12	17	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

**Indicator 8 - Parent Involvement:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
491	492	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KONOCTI UNIFIED School District

**Indicator 9–Disproportionality Overall:** Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 10–Disproportionality Disability:** Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	Yes
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

*Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status*

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
73	54	19	100.0%	100%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
KONOCTI UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) \* 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 <sup>rd</sup> Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
13	*	*	0	NC	100%	NA

*Data Source: June 2014 CASEMIS Submission Items SELPA\_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) \* 100*

**Indicator 13 - Secondary Transition Goals and Services:** Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
94	93	98.9%	100%	No

*Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older \* 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for  
 KONOCTI UNIFIED School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	24	*	16.7%	52.30%	No
B. Higher Ed or Competitively Employed		14	58.3%	72.4%	No
C. Any Post-Secondary Ed or Employed		21	87.5%	81.0%	Yes

*Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment*

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.